

### Personal, Social and Emotional Development

Our focus this term will be around transition, settling into our new classes and developing a secure understanding of daily routines. The settling-in process provides children with a gradual transition into full time school, giving them time to develop and build relationships with peers and adults. When starting PE sessions, midterm 1, children will develop independence when managing self-care and dressing routines with increasing proficiency.

### Communication

Our focus this term is based around developing key vocabulary, social phrases and using language to support the development of new relationships within the classroom. Clear routines will support children when using this new vocabulary throughout the day. Children will be encouraged to take part in daily story time sessions, articulating their thoughts and ideas with growing confidence. The use of core books such as 'Brown Bear, Brown Bear' and 'We're Going on a Bear Hunt' will support this.

### Physical Development

Activities to support the development of children's fine motor skills will be provided daily. Activities such as threading, puzzles, cutting, mark making and messy play provide opportunities for children to develop hand-eye coordination and strengthen hand muscles which leads to children developing a stronger, more comfortable pencil grip. The use of outdoor climbing equipment, bats, balls, stilts, bikes, scooters as well as PE sessions support children in a range of ways when developing core strength, balance, coordination and the ability able to negotiate space

### Literacy

Each week this term we will focus on texts linked to our topic 'Bears!' The texts will focus on themes such as starting school, families and journeys. This will ensure that children are able to build on previous experiences and will provide the opportunity for children to share what they already know. Self registration gives children the opportunity to recognise familiar labels such as their names with increased confidence. Children will practise writing their names as part of this process. Whole class phonics lessons will start in week 3 with children being taught Set 1 initial sounds.

### Our Topic this Term is...

# Bears!

### Mathematical Development

Matching objects is a focus for this term. Matching is a simple form of sorting and is the beginning of logical thinking. Through matching, children learn and develop one-to-one correspondence. Children will have many opportunities to identify and make sets of objects linked to our topic. This is a precursor to counting. Children need this for the basis of the counting principles of cardinality and one-to-one correspondence. The use of daily routines will support children in developing the key skill of counting objects, including saying the numbers in order and matching one number name to each item.

### Expressive Arts and Design

A focus activity this term will be drawing self-portraits as well as pictures of our friends and families. Children are beginning to use representation to communicate meaning and create simple representations of people. Children will be taught songs for transition and daily routines along with songs and rhymes linked to this term's topic. Building a repertoire of songs and rhymes will support children in their role play, acting out familiar scenarios as well as providing a starting point for creating their own music and songs.

### This Term we are Reading...



### Understanding the World

Through sharing family photos, children will begin to notice and comment on similarities and differences. They will begin to respond appropriately and confidently in discussions around these themes. Children will begin to demonstrate an interest in the lives of people who are familiar to them, supporting and developing relationships within the classroom. Daily routines will support children to understand the effect of changing seasons on the natural world around them. Children will sing songs about the weather and share their thoughts and ideas, before representing their findings on a class weather chart.